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Lesson # 1

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<p>Overview of Class:</p> <p>From your brief inspection of the WebCt site and the readings, it quickly becomes apparent that distance education takes many forms. There are a wide variety of delivery technologies and an even greater variety of settings and ways in which distance education is applied.</p> <p>Distance Education is becoming the first true educational reform sweeping America, if not the world. Almost every college, university and high schools has some aspect of technology delivered instruction or access to information. With this broad, international perspective as background, we will examine the different program and instructional models that are used to bring about learning irrespective of the barriers of distance and time.</p> <p>We will step back from the immediate picture and look at the history and evolution of distance learning, which; as you will see is tied closely to technological developments in electronics, communication systems, and computer technology. What are the paths we've taken to arrive at distance education as we know it in the United States, in Utah, and, in particular, K-12 schools?</p> <p>Goals for todays lesson:</p> <ol style="list-style-type: none"> 1. Develop a sense of the vast scope and difference in approach to distance education worldwide. 2. Broaden you understanding of the contexts, connotations, and applications of distance education. 3. Begin to think of alternative ways of using distance education and technology to accommodate the needs of different groups of learners. 4. Develop an understanding for the evolution of distance education--its roots and antecedents as well as its current influences and future direction. 5. Begin to identify the many resources available to distance educators. 6. Develop an educational community between the class members for the purpose of learning and sharing of distance learning theory, modeling and strategies. 7. Identify the "No Significant Difference Phenomenon" in current research 8. Identify the myths and realities of distance education. <p>Welcome to class--INST 6380--Distance Learning K-12 Information about the class.</p> <p>George Miller, Instructor EDNET Faculty Training Specialist Utah State Office of Education Box 144200 Salt Lake City, UT 84414-4200 801-538-7790</p>	

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<p>Contact Information</p> <p>George Phone--Office 801-538-7790 Cell--Office 801-520-9727</p> <p>Email gtmiller@usoe.k12.ut.us office georgelaree@aol.com home</p> <p>Website: http://www.usoe.k12.ut.us/curr/ednet/training/default.html</p> <p>MyUEN: http://my.uen.org/1844</p> <p>2</p>	<p>Distance Learning is...</p>
<p>More Contact Information</p> <p>3</p> <p>Discussion:</p>	<p>Distance Education is...</p> <p>At its most basic level, distance education takes place when a teacher and student(s) are separated by physical distance, and technology (i.e., voice, video, data, and print), often in concert with face-to-face communication, is used to bridge the instructional gap.</p> <p>Be sure you can identify these four terms....</p> <p>Synchronous</p>
<p>“What is Distance Learning?”</p> <p>“What is Distance Education?”</p> <p>4</p>	<p>Asynchronous</p> <p>Duplex</p> <p>Simplex</p>

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<p>Class Structure</p> <p>EDNET component</p> <p>Online component--WebCt</p> <p>Your computer should have the Internet Browser--Mozilla with Java Script Enabled. The web address to enter is: http://utahelearning.uen.org/webct/entryPageIns.dowebct</p> <p>Our TA will help with WebCt postings, readings, quizzes, assignments, etc.</p>	
<p>5</p> <p>Internet: Go to <i>EDNET Newsletter</i> http://www.uen.org/usoe/news/news_archive.cgi?cat_id=7129</p> <p>At UEN Website--EDNET/Resources/Newsletter to select</p> <p>Many readings kept here. Updated daily.</p>	<p>If you find a good article that would be of interest to the class, email the electronic document or link (check copyright if necessary) to George who will post it. Available to ALL!</p> <p>gtmiller@usoe.k12.ut.us</p>
<p>6</p> <p>Check Glossary for words and definitions as necessary</p>	

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<p>Videotape: Distance Learning: An Introduction Part 1, 12 min.</p> <p>Distance Learning</p>	<p>What advantages does EDNET give to our High School Students?</p> <p>What advantages does EDNET give to Teachers?</p> <p>What concerns might you have if you are a secondary schools teacher regarding EDNET?</p>
<p>8</p> <p>Distance Educations Best Kept Secrets--Barry Willis</p> <p>The current rush to implement distance learning programs by colleges and universities is occurring for three major reasons: The convergence of communication and computing technologies;</p> <p>The need for information age workers to acquire new skills without interrupting their working lives for extended periods of time;</p> <p>and The need to reduce the cost of education.</p>	<p>What could be the weak link in distance learning as you have seen demonstrated in the videotape?</p> <p>What factors do you think are pushing schools towards distance education?</p>
<p>9</p> <p>1--Distance education is about increasing access, not making money.</p> <p>10</p>	<p>What factors do you think are pushing schools away from distance education?</p>

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<p>2--There is no technological “silver bullet.”</p> <p>11</p>	<p>Why is there no technological “silver bullet?”</p> <p>How do you adapt to change in your school?</p>
<p>3--The only constant in the world of instructional technology is change.</p> <p>12</p>	<p>How well does your school do in adapting to change? The District? The State?</p>
<p>4--Lasting technological change is typically the result of evolution not revolution.</p> <p>13</p>	<p>If lasting technological change is typically the result of evolution not revolution, what implication is this for you and your school?</p>

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<p>5--The emphasis of distance education should be on the quality of the academic program, not on the use of technology.</p> <p>The use of technology should be guided by the needs of the students and the curriculum.</p> <p>Avoid the “Bells and Whistles”</p> <p>14</p>	<p>What comes first” Technology? Kids?</p>
<p>6--There is no glory in managing instructional technology.</p> <p>15</p>	
<p>7--Learning is enhanced when technology is used to directly link students to other students.</p> <p>16</p>	<p>How can we link ourselves together?</p> <p>What value is there in collaboration?</p> <p>What role does technology play in collaboration?</p>

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<p>8--Face-to-face instruction is still a valid delivery method in support of distance-delivered courses when possible.</p>	<p>Should distance education try to replace existing education? Why?</p>
<p>17</p> <p>9--Many faculty are comfortable when distant students from other institutions take their classes, but don't like their students taking classes from faculty at other institutions.</p>	<p>What examples have you seen where there is "rivalry" between the "on-site" faculty to the "delivered" classroom?</p> <p><i>At its core, distance education is a change process, not a delivery system, and higher education culture has historically proven resistant to change. Perhaps the greatest benefit of distance education is its potential role as a catalyst for modifying the way educational institutions do business. In a relatively short span of years, the proliferation of programs and services available at a distance have resulted in a heightened sense of competitiveness formerly unheard of in higher education. For institutions that are up to the challenge, the current interest and growth in distance learning presents a new opportunity.</i></p>
<p>18</p> <p>The No Significant Difference Phenomenon</p> <p>http://teleeducation.nb.ca/nosignificantdifference/</p>	<p><i>Although the dangers of competing and failing in the new world of educational access may pose significant problems, the refusal to look ahead, take calculated risks, and move forward may be the greatest risk of all.</i></p> <p>Barry Willis--May/June 2000 http://horizon.unc.edu/TS/commentary/2000-05a.asp</p>
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<p>Learning at a Distance--Research Conclusions</p> <p>Many myths about distance education.</p> <p>Is DL as good as, better than, or worse than...</p> <p>400 studies prior to 1966 showed no significant difference in television classes than traditional classes.</p>	<p>Television affects the outcome of education no more than a grocery truck affects the quality of the groceries!</p>
<p>20</p> <p>In another study:</p> <p>By 1977 an additional 500 studies showed no correlation with learning to the proximity of the instructor.</p>	<p>Comparative studies indicate that students taking courses via television achieve, in most cases, on a level equal with students taking courses via traditional methods; and</p> <p>Findings of equivalent student achievement hold even when rigorous methodological research standards are applied.</p>
<p>21</p> <p>Instructors need to</p> <p>Plan and reconfigure their courses for distance learning.</p> <p>Use instructional design process--match technology with needs of students and learning styles.</p> <p>Teach Well!</p>	<p>22</p> <p>Students learn as well and as much from TV courses at distant locations as in a traditional classroom.</p>

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<p>What do you think are the motivations for students to become involved with Distance Education?</p> <p>Time</p> <p>Distance</p> <p>Equity</p> <p>23</p>	<p>List some motivations:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7 8.
<p>Studies indicate that students CAN and WILL learn through either one-way or two-way television in any format as well as on videotape.</p> <p>It is the quality of instruction that impacts on learning.</p> <p>New skills must be acquired</p> <p>24</p>	<p><i>Qualities a Teacher Needs</i></p> <ul style="list-style-type: none"> * The Education of a college president, * The executive ability of a financier, * The humility of a deacon, * The adaptability of a chameleon, * The hope of an optimist, * The courage of a hero, * The wisdom of a serpent, * The gentleness of a dove, * The patience of Job, * The grace of God, and * The persistence of the Devil.
<p>The Myths and Realities of Television Teaching</p> <p><i>Activity:</i> Group discussion at each site--5 minutes then reconvene. Topic for discussion:</p> <p>What do we know about distance learning?</p> <p>Write down your observations--</p> <p>25</p>	<p>Why has Instructional Television received so much negative press?</p> <p>Need: Team Leader Recorder Timer</p> <p>This will be an interactive activity in a few minutes ; so, you should be prepared to jump in and offer an opinion!</p>

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<p>The Myths and Realities of Television Teaching</p> <p>Telecourses promote passive learning?</p> <p>2</p>	<p>What's the opposite of passive? What can we do a teleteachers to do better?</p>
<p>The Myths and Realities of Television Teaching</p> <p>Students cannot learn as well or as much over IT.</p> <p>3</p>	<p>What about your learning experiences with the EdTech Program.? Have you learned as much and as well?</p>
<p>The Myths and Realities of Television Teaching</p> <p>You can teach over television the same way as you do in your traditional classes.</p> <p>4</p>	<p>Can teleteachers bring in the same old "Bag O'Tricks" into the distance learning classroom that they have been used to doing in the regular classroom and "flop" it down and expect to achieve and perform the same</p>

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<p>The Myths and Realities of Television Teaching</p> <p>Teleclasses are simplistic and watered-down versions of traditional courses.</p> <p>5</p>	<p>Should they be? Credibility?</p>
<p>The Myths and Realities of Television Teaching</p> <p>Telecourses are a passing fad?</p> <p>6</p>	<p>By 2002, 85% of all colleges and universities had some form of distance learning to over two million students.</p>
<p>The Myths and Realities of Television Teaching</p> <p>Telecourses are not cost effective</p> <p>7</p>	<p>Telecourses are expensive. They are not designed (usually) for a profit?</p> <p>What about “for profit” Dis. Learn?</p>

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<p>The Myths and Realities of Television Teaching</p> <p>Telecourses dehumanize students</p> <p>8</p>	<p>How can teleteachers overcome this?</p> <p>What are the barriers that impede feedback?</p> <p>How can we make our students feel comfortable?</p>
<p>The Myths and Realities of Television Teaching</p> <p>Packaged telecourses are not the same quality as traditional courses.</p> <p>9</p>	<p>If no adjustment or accommodation is made for the technology then that is probably true.</p> <p>Packaged telecourses can be of higher quality than traditional classes. Better organization, design, multimedia, interaction, etc.</p>
<p>The Myths and Realities of Television Teaching</p> <p>Students learn more effectively in alive classroom with the instructor physically present.</p> <p>10</p>	<p>More than 600 studies over the last 30 years indicate that students learn as well, as much, and as quickly over instructional television as they do in traditional classrooms.</p>

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<p>The Myths and Realities of Television Teaching</p> <p>Instructors lose control when a telecourse is videotaped</p> <p>11</p>	<p>Teachers should always be in control and be the teacher of record for a telecourse.</p>
<p>The Myths and Realities of Television Teaching</p> <p>Instructors should entertain when they teach on television.</p> <p>12</p>	<p>Let's hope so. Fun is an integral part of all learning.</p> <p>What do you think though? Is TV supposed to be entertraining? Is our class (on TV) that way? Should it? Edutainment? Hmmmm???</p>
<p>The Myths and Realities of Television Teaching</p> <p>Television courses require a fully equipped TV studio</p> <p>13</p>	<p>Perhaps television engineers would have us believe this. A good telecourse classroom can and should look like a bright, cheerful classroom. Technology applications should be "transparent."</p>

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<p>The Myths and Realities of Television Teaching</p> <p>Instructors will be replaced with telecourses.</p> <p>14</p>	<p>What do you think about replacing instructors? Should distance learning “compete” with other institutions?</p> <p>Sure are a lot of them!</p> <p>Our classes are as flexible as we want to make them. Revision is good!</p>
<p>The Myths and Realities of Television Teaching</p> <p>Telecourses are unnecessary.</p> <p>15</p>	
<p>The Myths and Realities of Television Teaching</p> <p>Telecourses are too inflexible</p> <p>16</p>	

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<p>The Myths and Realities of Television Teaching</p> <p>It is difficult to motivate students in a telecourse</p> <p>17</p>	<p>What should our students know about distance learning when they start this type of class?</p>
<p>The Myths and Realities of Television Teaching</p> <p>Live interactive television is the best delivery medium</p> <p>18</p>	<p>TV is only one of many delivery media.</p> <p>What are others?</p>
<p>The Myths and Realities of Television Teaching</p> <p>Two-way television is preferable to one-way television and two-way audio to deliver telecourses because you can see the students as you would in a regular classroom.</p> <p>19</p>	<p>Cost may be a major factor.</p> <p>Duplex teleconferencing vs.</p> <p>Duplex audio/simplex video</p>

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<p>The Myths and Realities of Television Teaching</p> <p>Interactivity is not possible if the content is to be covered.</p> <p>20</p>	<p>There is significant improvement and retention of learning is students are actively engaged in their own learning. (Constructivist Theory)</p> <p>You have about 20 minutes in a telecourse to “get” interaction going, or it won’t happen.</p>
<p>The Myths and Realities of Television Teaching</p> <p>Instructors can use the same materials from their “old” classroom in the “New Teleclassroom.”</p> <p>21</p>	<p>Graphic material does need to be reformatted into a 4 x 3 aspect ratio “landscape format” rather than the older “portrait style format.” Can we teach our distance learning class the same old way as a traditional class?</p>
<p>The Myths and Realities of Television Teaching</p> <p>Students and instructors will ask the same type and low quality of questions in the teleclassroom as in their regular classes.</p> <p></p>	<p>Instructors must set guidelines in the teleclass and have an expectation for students to interact a certain amount and at certain times..</p>


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<p>The Myths and Realities of Television Teaching</p> <p>Students should not take videotaped classes at their own school because they are not as good.</p> <p>23</p>	<p>Given the same tests and exams, students will score just as well as students in a live class.</p>
<p>The Myths and Realities of Television Teaching</p> <p>Most instructors don't look good on television.</p> <p>24</p>	<p>Each instructor should develop their own style and signature.</p>
<p>The Myths and Realities of Television Teaching.</p> <p>It takes the same amount of time to prepare a telecourse as it does to prepare a regular course.</p> <p>And the last:</p> <p>Instructors can adapt existing courses or develop new telecourses as they have always done--alone!</p> <p>25</p>	<p>It will take 3-5 (very conservative--some teachers report up to 50 times) times as long to develop a first telecourse. With experience in the development, that time can be cut down and preparation may be 2-3 times of that for a traditional course. The additional time is needed to organized the course, design visual materials, create interactive exercises, and develop lesson plans.</p> <p>Telecourse production is really a "team effort." Too much for one per-</p>




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<p>Let's take a break here.</p> <p>26</p>	<p>Many educators ask if distant students learn as much as students receiving traditional face-to-face instruction. Research comparing distance education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction, when the method and technologies used are appropriate to the instructional tasks, there is student-to-student interaction, and when there is timely teacher-to-student feedback (see Moore & Thompson, 1990; Verduin & Clark, 1991).</p>
<p>Readings for this week. Be sure to check the Detail Syllabus for readings. Some are required, most are optional.</p> <p><i>Threaded Discussion "Topic of the Week" Do you think Distance Learning Works?</i></p>	<p>Without exception, effective distance education programs begin with careful planning and a focused understanding of course requirements and student needs. Appropriate technology can only be selected once these elements are understood in detail. There is no mystery to the way effective distance education programs develop. They don't happen spontaneously; they evolve through the hard work and dedicated efforts of many individuals and organizations. In fact, successful distance education programs rely on the consistent and integrated efforts of students, faculty, facilitators, support staff, and administrators.</p> <p>DISTANCE LEARNING MISSION STATEMENT</p>
<div data-bbox="142 1543 613 1785">  <p>Be sure to drop by the Distance Learning Training Page at the USOE.</p> </div> <p>http://www.usoe.k12.ut.us/curr/ednet/training/default.html</p>	<p>Distance learning training provides hands-on practice and training for teachers, facilitators and other staff, that focuses on the key concepts of accessing information, resources, and people (team approach) to produce organized, creative, meaningful, and engaging instruction utilizing distance learning technology. The outcome is a quality learning experience for students maximizing the capabilities of the delivery system.</p>

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<p>Be sure to register on MyUEN as a Utah Educator. Use USU or your particular school where you teach--if you haven't done so all ready!</p> <p>http://my.uen.org/myuen/MyUen</p>	<p>How do you think "Teamwork" plays a role in the distance learning classroom?</p>
	
	<p>Teachers as Facilitators</p> <ul style="list-style-type: none"> • Develop an understanding of the characteristics and needs of distant students with little first-hand experience and limited, if any, face-to-face contact. • Adapt teaching styles taking into consideration the needs and expectations of multiple, often diverse, audiences. • Develop a working understanding of delivery technology, while remaining focused on their teaching role. • Function effectively as a skilled facilitator as well as content provider.
	<p><i>To be effective, a facilitator must understand the students being served and the instructor's expectations. Most importantly, the facilitator must be willing to follow the directive established by the teacher. Where budget and logistics permit, the role of on-site facilitators has increased even in classes in which they have little, if any, content expertise. At a minimum, they set up equipment, collect assignments, proctor tests, and act as the instructor's on-site eyes and ears.</i></p>

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<p>I really need your individual mailing addresses that you regularly check every day. I will use WebCt email, but often I will use ordinary email to get information relative to the night's lesson. Please email me tomorrow with an address, mailing address, phone number (work), etc. <i>gtmiller@usoe.k12.ut.us</i></p>	<p>They are consensus builders, decision makers, and referees. They work closely with technical and support service personnel, ensuring that technological resources are effectively deployed to further the institution's academic mission. Most importantly, they maintain an academic focus, realizing that meeting the instructional needs of distant students is their ultimate responsibility.</p> <p>Recognition: For more information on this topic http://www.uidaho.edu/evo/dist1.html From Barry Willis--University of Idaho.</p>
<h2 data-bbox="175 787 1015 850"><i>Conclusions and Thoughts:</i></h2> <p data-bbox="167 913 1347 1186">There have been and will most likely always be myths about distance learning. They won't go away overnight. The public, our administrators, parents, other teachers and our students will sometimes seek the shortsighted vision of the easier road to travel.</p> <p data-bbox="167 1249 1356 1417">Distance education is not easy. It is difficult for teachers and administrators to "do it right!" The key seems to be training.</p> <p data-bbox="167 1480 1372 1764">Properly trained and supported tele-instructors and well-planned and organized instructional strategies and materials can combine to answer these needs and demands with effective telecourses. Perhaps this is "The Road Less Traveled."</p>	